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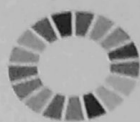
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Libing Wang and Wesley Teter

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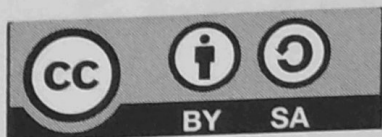
Professional Advancement Policies and Practices in Asia-Pacific

Co-Editors: Libing Wang and Wesley Teter

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Chapter 04: India

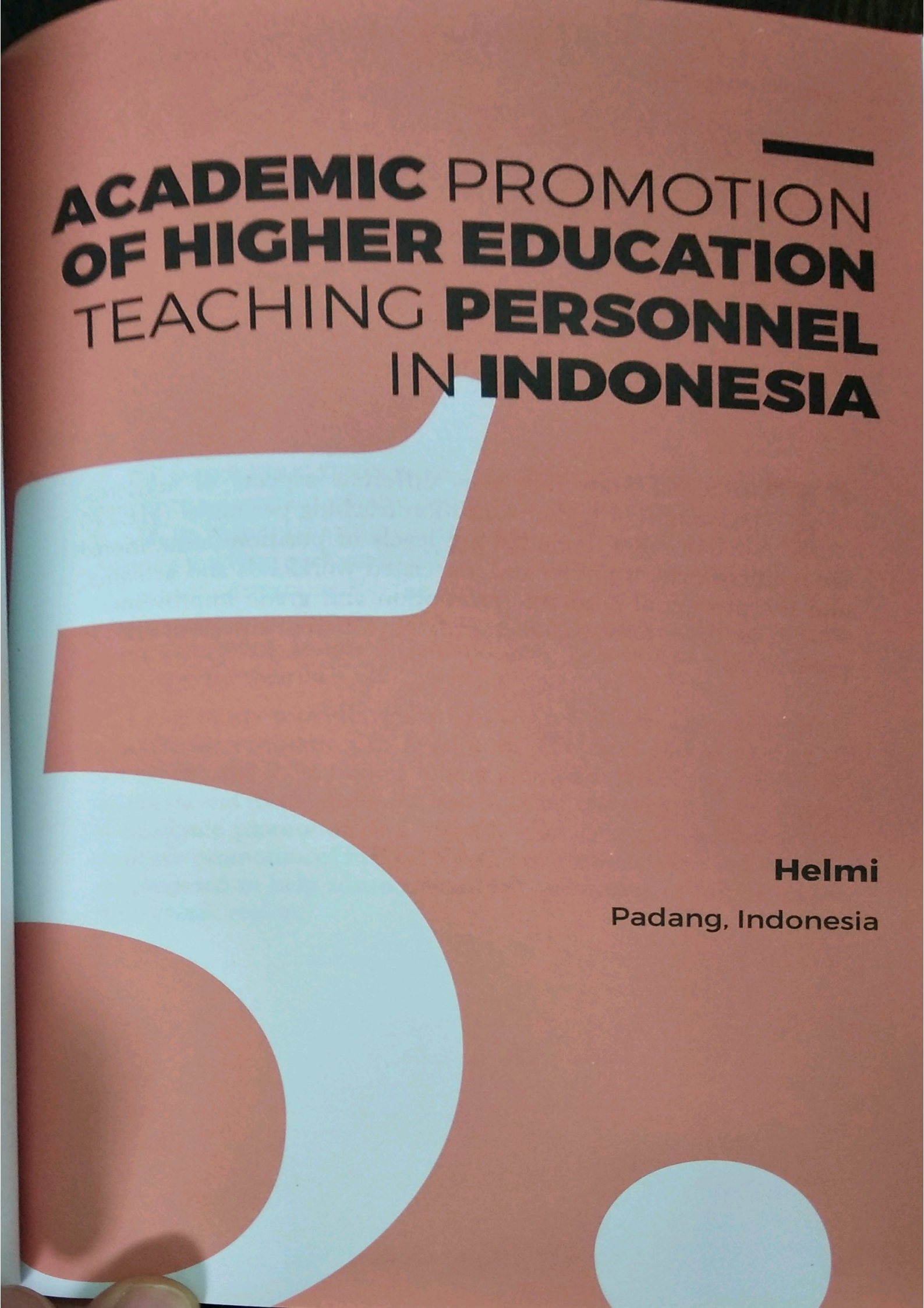
Promotion in the Academic Profession in India: Upward Mobility of Teachers in Higher Education	105
Abstract . . . . .	.106
Higher Education in India . . . . .	.107
Academic Profession . . . . .	.110
Recruitment, Qualifications and Promotions of Teachers . . . . .	.117
Promotional Avenues and Upward Mobility of Teachers . . . . .	.122
Methods of Promotion/Upward Mobility . . . . .	.124
Promotion Through Competition (Direct Recruitment/ Open Competition). . . . .	.125
Career Advancement Scheme (CAS) . . . . .	.127
Performance-linked Promotions and New Pay Scales . . . . .	.130
References. . . . .	.140

Chapter 05: Indonesia

Academic Promotion of Higher Education Teaching Personnel in Indonesia	145
Abstract . . . . .	.146
Introduction. . . . .	.147
Higher Education and Higher Education Institutions . . . . .	.148
The Status of Higher Education Teaching Personnel in Indonesia. . . . .	.150
Academic Promotion of Higher Education Teaching Personnel . . . . .	.152
Aspects and Issues Regarding Higher Education Teaching Personnel . . . . .	.157
Concluding Remarks . . . . .	.163
References. . . . .	.164
Appendix . . . . .	.165

Chapter 06: Japan

Academic Promotion of Higher Education Teaching Personnel in Japan.	167
National Overview . . . . .	.168
Criteria for Academic Promotion . . . . .	.171
Procedures for Academic Promotion.172
Problems and Impacts175
Conclusion181
References.182

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ACADEMIC PROMOTION OF HIGHER EDUCATION TEACHING PERSONNEL IN INDONESIA

Helmi

Padang, Indonesia

ABSTRACT

THIS CASE study describes different aspects of academic promotion of higher education teaching personnel (HETP) in Indonesia. Included are levels of positions, educational requirements, credit points and associated workloads and activities, and the process of academic promotion and grade improvement. Finally, the paper presents issues related to different aspects of HETP promotions.

INTRODUCTION

HIGHER EDUCATION is an important aspect of progress and development of any country. Each country has developed its higher education institutions (HEIs) and employs higher education teaching personnel (HETP). The level of development of any HEI is partly determined by the quality and performance of HETP. In order to provide incentives and a suitable working environment, each country, including Indonesia, should develop a system for academic promotion for their HETP.

This case study provides information and identifies issues related to academic promotion in Indonesia. The first part of the paper will explain the definition of higher education (HE) and HETP in Indonesia and its development status. It will then describe the system of academic promotion and identify relevant issues related to the academic promotion of HETP. Finally, a number of recommendations are proposed to help advance academic promotion of HETP in the Asia-Pacific region.

HIGHER EDUCATION AND HIGHER EDUCATION INSTITUTIONS

HIGHER EDUCATION policy in Indonesia has evolved over time. In 2012, a law governing HE in Indonesia (Law No. 12/2012) was enacted. In this context, HE in Indonesia is defined as the level of education after high school and is based on Indonesian culture. Indonesia's definition of HE is similar to UNESCO's definition of higher education (Table 1 below). Indonesia has put emphasis on approval for the establishment of HEIs and accreditation. This is now stipulated in the Indonesian higher education law. In terms of teaching personnel, the Indonesian higher education law emphasizes three obligatory roles: (1) HETPs are professional educators, (2) they actively conduct research and scholarship activities; and (3) they are community members performing community services (community engagement). UNESCO offers more flexibility regarding obligatory tasks required of academics seeking promotion (consider the "and/or" wording), while the tasks required under Indonesian law are more strictly defined. The three obligatory tasks for Indonesian academics are the requirements for academic promotion. Table 1 includes a comparison of Indonesian law and UNESCO's 1997 recommendation regarding academics obligatory roles and status.

At issue is whether an academic could be allowed to focus more on one of the three obligatory tasks with the burden to fulfill the others left to the university, as an institution, to make up for. In other words, a university could allow their academics to focus more on a certain task/obligation according to their interest and expertise, but the university as a whole would still fulfill the complete obligation.